Anticipation

**-Connect to prior knowledge**

**-Raise questions**

**-Know vocabulary**

1. Activity: Paired Brainstorming
   1. Standard:
2. Activity: Terms in Advance
   1. Standard: RL 4.4 Craft and Structure. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
3. Activity: Focus Questions
   1. Standard: RL 4.9 Integration of Knowledge and Ideas. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

Building Knowledge

**-Compare expectations with what they are learning**

**-Revise expectations or raise new ones**

**-Identify main points**

**-Reflect on text meaning**

**-Question the text**

1. Activity:
   1. Standard:
2. Activity:
   1. Standard:
3. Activity:
   1. Standard:

Consolidation

**-Summarize main Ideas**

**-Compare what they discovered to what they first thought**

**-Should be able to interpret subtle ideas**

**-Personal Responses**

**-Apply to their lives and tests the ideas that they made**

1. Activity:
   1. Standard:
2. Activity:
   1. Standard:
3. Activity:
   1. Standard:

**Make sure you match the activities with Core Standards for the intended grade level.**

**[English Language Arts](http://www.corestandards.org/the-standards/english-language-arts-standards)**

**When writing standards, list the standard identification information, but also WRITE OUT the detailed information.**

**For example:**

**RL.4.3 is the identification number which stands for Reading, Literature, grade 4, Standard 3**

**You will write:**

**RL.4.3 Key Ideas and Details (Comprehension)**

***Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).***

**Another example**

**RF. 2.4a is the identification number which stands for Reading Foundational Skills, Grade 2, Standard 4a**

**You will write:**

**RF.2.4a Fluency (Fluency/Comprehension)**

***Read with sufficient accuracy and fluency to support comprehension. Read grade-level text with purpose and understanding.***

Power Point Notes

1. Title
2. **ABC model**-A model that offers instructional choices for guiding comprehension

-Activities that can be used, during, and after reading

-It is flexible and gives opportunities for decision making for the teacher and the student

3. Anticipation

**-Connect to prior knowledge**

**-Raise questions**

**-Know vocabulary**

4. Teaching approaches

-**Focusing Questions**-make connections between what the students already know

and what the reading will cover

**-Think/Pair Share-**children respond to questions individually and turn to a partner and share their answers

**-Anticipation Guide-**a set of questions with short answers that tap into important topics of the text. For example True/ False ------ YES or NO

**-Paired Brainstorming-** students make a personal list of the facts that they think they know about a topic and combine the lists with a partner. The teacher makes a mater copy of the classes list.

**-Terms in Advance-** the teacher makes a set of terms found in the reading and the students think about meanings and make connections to life and the readings.

5. Building Knowledge

**-Compare expectations with what they are learning**

**-Revise expectations or raise new ones**

**-Identify main points**

**-Reflect on text meaning**

**-Question the text**

6.Teaching approaches

**-Guided Reading**

1) **Preparing children to read with understanding**- preview the text;

Introduce the genre; go over vocabulary; teach other skills; read the story to them; and begin a KWL or directed reading activity.

2) **Students read the text**- complete the DRTA or KWL at appropriate times; do a buddy read; paired reading or paired summarizing;

3) **Group reviews what they learn-discussions**; and revisiting the skills introduced

**-Questioning the Author-**preparing the students’ attitudes; and raising questions

about the text

**Directed Reading/ Thinking Activity**

**-**The teacher prepares by choosing 4 or 5 stopping places in text at places of suspense and asks open questions so that students learn to ask their own questions.

-Can be adapted as a directed listening activity where the teacher reads the book instead of the students

**\*\*\*\*\*ACTIVITY\*\*\*\*- Directed Listening Thinking Activity**

**- Tell class to gather in front**

**-Read book**

**-Stop at suspenseful moment(s)**

**-Ask students what will happen next/ show pictures/ say genre/ ask them what characters they expect to meet and what events will happen.**

7.Consolidation

**-Summarize main Ideas**

**-Compare what they discovered to what they first thought**

**-Should be able to interpret subtle ideas**

**-Personal Responses**

**-Apply to their lives and tests the ideas that they made**

8. Teaching approaches

**-Dual-Entry Diary-**split the page in half vertically; on the left hand side write a passage that affected the student strongly; on the right hand side explains or comments

**-Save the Last word for me-**each student takes note of a point of interest and writes a comment about it on the back of a note card and shares the quote with the class. The class then discusses the quote one student at a time and then the student with the note card tells them their comment on the back.

**-Literature Circles**

**-Sketch-to-Stretch-** student reads a thought about a story and draws something that symbolizes something that you read and show it to a group of students and they have to interpret the picture. After all the students’ talks, the illustrator explains their picture.

**-Shared Inquiry Discussion-**the teacher chooses part of a work that encourages discussion and prepares 4-5 discussion questions. The questions should have multiple answers to them. Students read the text and think about their answers and are invited to share their answers and rationale with the class.

**-Discussion Web-**

**-Debates-** allow students to change their mind and stand in middle if they are unsure

9.Consolidation Teaching Approaches (cont)

**-Value Line-**how much you agree with the statement AGREE----------DISAGREE, stand in any part of line

**-Drama in response to stories-**

**-Story maps-**settings, main character, and elements of plot, problem, attempt, solution, and consequence

**-Character Clusters-** characteristics of characters, graphic organizer, how they might react in a situation based on their personality

**-Characters Map-** guide to relationship between characters

**-Following Dramatic Roles-**establishing who is hero, main goals desires, main rival, and helper

**-Reading for Structure opposites-** looking for contrasts in reading; ex. Think of two characters who are opposite in story and explain how they are different.

**-Language Chart-** comparison of a topic through different mediums, books tv, real life